
The Education Professional Standards Board

Interim Joint Committee on Education

September 10, 2012



Education Professional Standards Board

- One of only thirteen independent state professional standards boards across the nation.
- Established as a strand of the 1990 Kentucky Education Reform Act. KRS 161.028 specifies that the board be composed of seventeen (17) members. Fifteen (15) members are appointed by the Governor and confirmed by General Assembly
 - ❑ Nine members are practicing classroom teachers
 - ❑ Two members are school administrators (one principal)
 - ❑ One member is a public school board member
 - ❑ Three members representative of postsecondary institutions (Two public university deans and one independent college/university chief academic officer)
 - ❑ The Commissioner of Education and President of the Council on Postsecondary Education are *ex officio* voting members

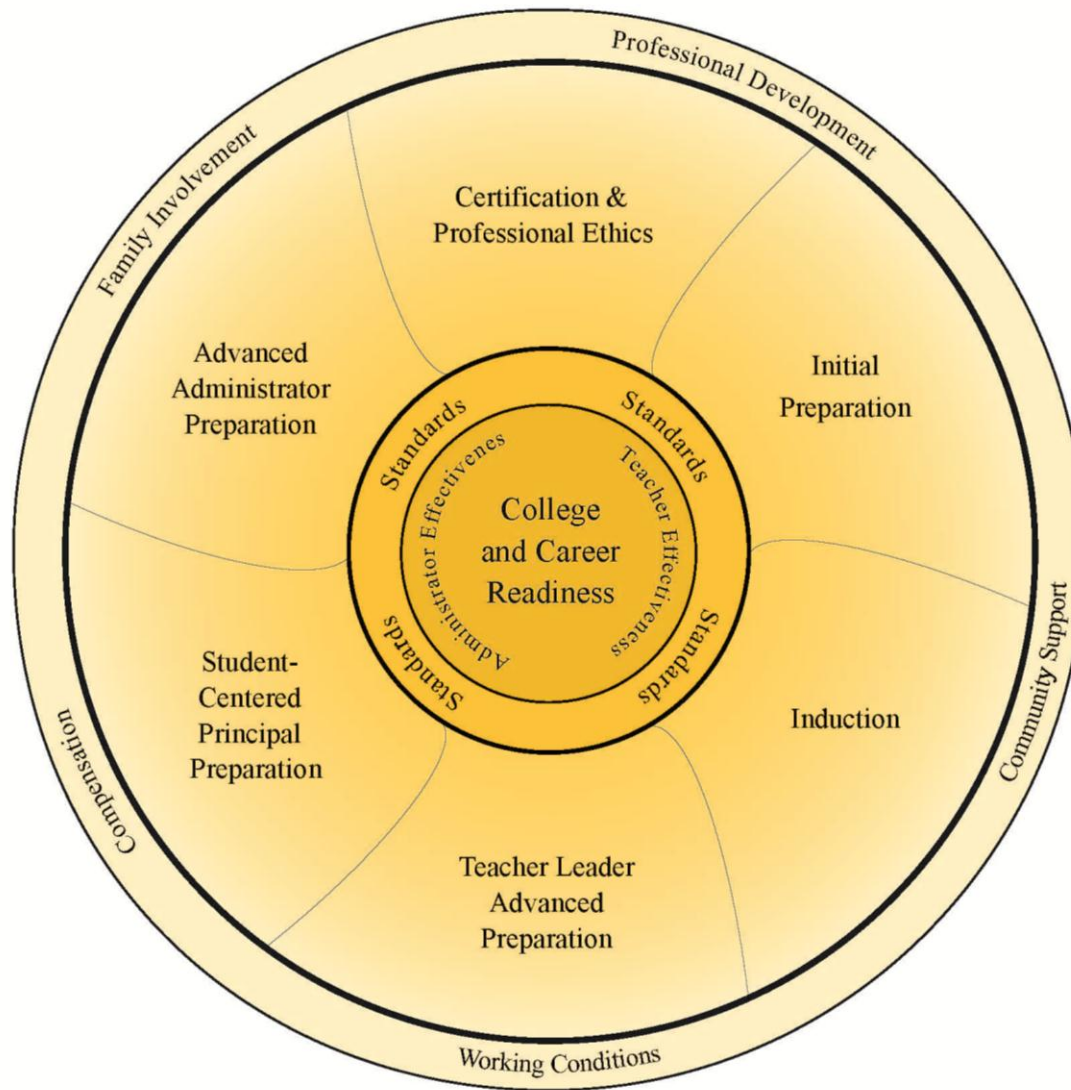
EPSB Mission Statement

*The Education Professional Standards Board,
in full collaboration and cooperation with its education
partners, promotes high levels of student achievement by
establishing and enforcing rigorous professional standards for
preparation, certification, and responsible and ethical behavior
of all professional educators in Kentucky.*

EPSB Responsibilities

- Accreditation of educator preparation programs
- Preparation of new teachers
- Preparation of school and district administrators
- Certification of educators
- Induction of new teachers to the profession (KTIP)
- Advanced preparation of teachers & administrators
- Prosecution of educator misconduct
- Any other programs mandated by the legislature

EPSB Model for Continuous Improvement



EPSB Actions to Ensure Continuous Improvement

- **2004-2006:** Redesign of Kentucky Teacher Internship Program to include performance assessments
- **2005:** Revision of the EPSB's goals to strengthen the commitment to student learning
- **2005-2008:** Redesign of master's degree programs used for rank change to focus on teacher leadership
- **2006-2009:** Redesign of principal preparation programs to focus on student-centered school leadership
- **2009-2012:** Redesign of superintendent preparation programs to focus student-centered district leadership

EPSB Actions to Ensure Continuous Improvement

- **2010-2011:** Raised the requirements for
 - Admission to initial certification programs
 - Field experiences
 - Student teaching
 - Minimum scores on Praxis II assessments
- **2011-2013:** Redesign of the accreditation and program review process
 - Use of continuous review process
 - Addition of online program review to enhance efficiency and transparency
- **2011-2012:** Release and expansion of the EPSB Data Dashboard
- **2011-2014:** Development of quality preparation index that includes K-12 student performance as one of multiple measures to evaluate educator preparation programs

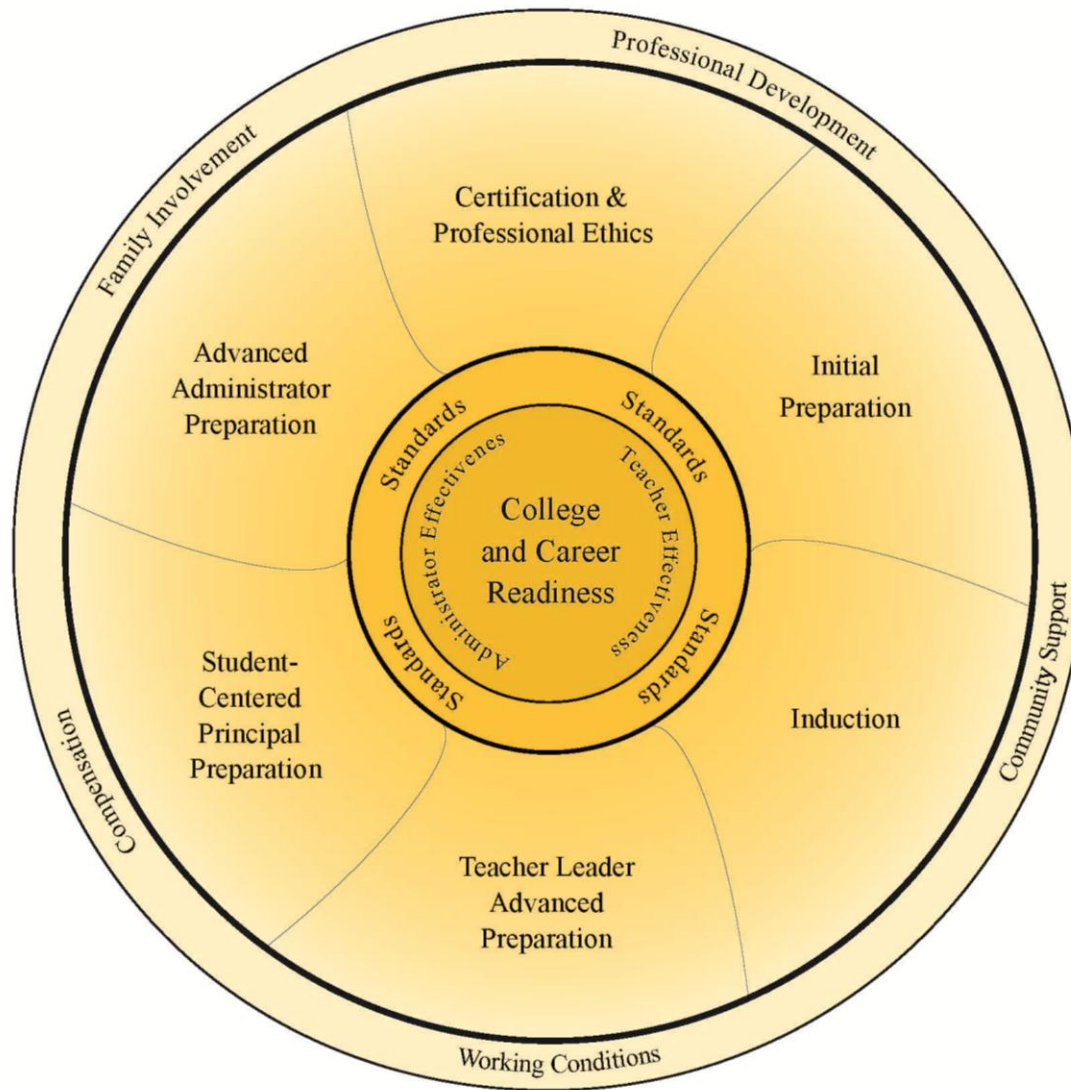
Redesign of Master's Degree & Administrative Preparation Programs

- All existing master's programs sunset on December 31, 2010
- Eighteen (18) colleges/universities have received EPSB approval for teacher leader master's degree programs
- All existing principal preparation programs sunset on December 31, 2011
- All principal preparation programs are now post-master's
- Eleven (11) colleges/universities have received EPSB approval for principal preparation programs

Redesign of Superintendent Preparation

- January 11, 2011, the EPSB received the final report from the Committee to Review Superintendent Programs of recommendations to update all Kentucky superintendent preparation programs.
- Superintendent preparation programs are currently working together to redesign curriculum and program requirements.
- Regulatory amendments are currently going through the promulgation process to establish program changes and requirements.

Initial Preparation



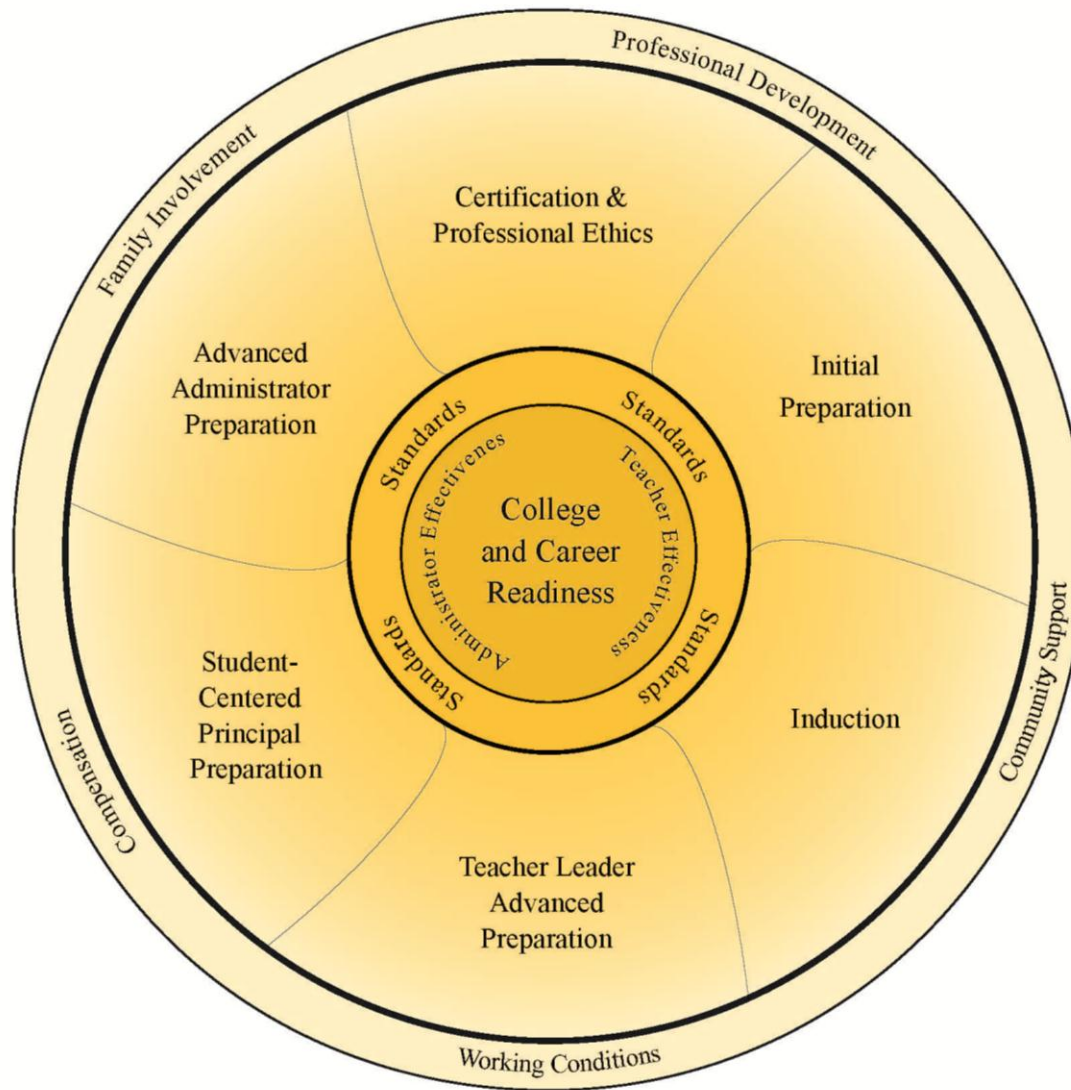
Raising Admission Standards to Initial Teacher Preparation Programs

- Require that prior to admission to a preparation program all new teacher candidates pass a rigorous skills test in math, reading, and writing
- Require 2.75 GPA for admission
- Document that prior to admission all teacher candidates demonstrate essential classroom skills including critical thinking, collaboration, creativity, and communication

Enhancing Clinical Preparation & Mentoring in Initial Teacher Preparation Programs

- Ensure that all teacher candidates complete at least 200 hours of field and clinical experiences prior to student teaching
- Document through performance-based assessments the student teacher's ability to increase K-12 student learning
- Require mandatory training for all cooperating teachers and University Supervisors
- Require all student teachers to co-teach with their cooperating teacher during the student teaching experience
- Ensure high quality mentoring for those entering the teaching profession via an alternative pathway

A Model for Continuous Improvement



Supporting Continuous Improvement of Teacher Preparation Programs

- Redesigning the current accreditation and program review processes to ensure continuous performance review
- Releasing the EPSB Data Dashboard to provide supporting information
 - Teacher Preparation Programs
 - Certification
 - Teacher Workforce
- Developing a quality preparation index for all of Kentucky's teacher preparation programs which includes a fair and reliable measure connecting K-12 student performance
- Participating in the NCATE Alliance with other states that are embracing school-based clinical models for educator preparation

Supporting Continuous Improvement of Certification & Induction

- The EPSB implemented its first online application for certification for the TC-4 emergency substitute certificate.
- Teacher interns must demonstrate use and analysis of data from formative and summative assessments.
- EPSB staff continue to provide ethics seminars for school districts and educator preparation programs at no cost to ensure that educators are aware of their fiduciary duties to student, parents, and the profession.

Senate Bill 1 Progress

Four (4) major responsibilities/duties as defined in SB 1(2009).



Lead, in collaboration with the Kentucky Department of Education and Council on Postsecondary Education, coordinated information and training sessions on revised content standards for faculty and staff in all teacher preparation programs.



Ensure teacher preparation programs include use of academic standards in the pre-service programs and that all teacher interns have experience planning classroom instruction based on the revised standards.



Collaborate with KDE and other partners to identify weaknesses in writing instruction and consider how skills to improve writing should best be taught to teachers.



Analyze current requirement at the pre-service level for writing instruction and determine how writing instruction for prospective teachers can be enhanced or improved.

On the Horizon

- The EPSB is currently engaged in a search process to replace the Executive Director, who retired June 30th.
- The EPSB has created an endorsement for online teaching work group to allow certified classroom teachers to be prepared to effectively develop and deliver online content.
- The EPSB has created a literacy preparation advisory committee to determine how literacy instruction for prospective secondary teachers can be enhanced or improved.
- The EPSB is creating a special education task force to examine preparation and certification of special education teachers.
- The EPSB is monitoring the consolidation process of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) as they move toward the creation of a single accrediting body, named the Council for the Accreditation of Educator Preparation (CAEP).

Thanks

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